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ABSTRACT

This book gives an updated account of the present use and status of performance indicators (PIs) in British higher education, a decade after their controversial introduction into higher education policy. The first chapter explores some key issues in the development of PIs, noting that since their introduction as a largely, externally imposed government initiative, these policies have been incorporated into many levels of the management of higher education. This chapter also defines the various categories of PIs, relating them to the measurement of inputs and outputs in higher education. Chapter 2 provides an overview of recent experience in the United Kingdom, the United States, the Netherlands, Australia, Germany, Finland, Sweden, and Norway. Chapters 3 and 4 attempt a closer and more technical survey over a range of countries of the components of PIs of both teaching and research. Chapter 5 moves from analysis of what is now being proposed in different systems to proposed models of how they might be used within the United Kingdom, both by funding bodies and within institutions. Figures and tables summarize some of the model data and performance and research indicators. (Contains approximately 400 references.) (WD)

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